



the instruct^{or}

CW3 SHEREYK WINS LOCAL AND TRADOC INSTRUCTOR AWARD



General Dempsey, Commanding General United States Army Training and Doctrine Command presents CW3 Adam Shereyk with an award.

The 2009 TRADOC Instructor of the Year (IOY) winners were recently awarded. CW3 Adam L. Shereyk, Air Defense Artillery, Fort Bliss, Texas, Fires Center of Excellence instructor won the FCOE and TRADOC competition in the Warrant Officer category.

CW3 Shereyk was honored and presented awards by General Dempsey during the Army Training and Education Summit 18 May 2010 in Newport News, Virginia.

Chief Shereyk is a member of 32nd Air and Missile Defense and serves as the senior instructor of the 140 Alpha

Warrant Office Basic Course at Ft. Bliss. Chief Shereyk uses his vast amount of doctrinal knowledge and extensive experience, which is rare for even the most senior air defenders and ensures top quality training based on the most relevant technology and capabilities. His teaching and mentoring often extends beyond the classroom. Chief Shereyk is from Orland Park, Illinois.

this issue

Greetings from the Staff & Faculty Chief 2

IOY 3

Instructor Evaluation 5

Staff & Faculty Instructor Checklist 6

IOY Checklist 10

It's in the Reg! 11

Staff & Faculty Training Courses 12

ABIC 13

ATED Summit 14

Accreditation Standards 15

OBTE/ALM Article 19

Engaged Employees 24

Recommended Reading 25



Greetings from the New Staff and Faculty Chief

Dr. Casey Blaine, Chief, Staff & Faculty Development Division



Dr. Casey L. Blaine is your new Activity Career Program Manager for CP32 and the new Chief, Staff and Faculty Development Division with the Quality Assurance Office. He assumed those duties on February 16, 2010 after working for the Federal Aviation Administration since November 21, 2001 in Flight Standards Service for educational quality assurance of FAA Academy training then in designee quality assurance in the regulatory

support division. Dr Blaine has an extensive background in education and training. He currently teaches undergraduate, graduate, and doctoral level classes at Oklahoma State University teaching courses in ethics, air transportation, quality logistics, and lean manufacturing. While an adjunct instructor at OSU he helped develop the curriculum for their Aviation Logistics degree program. Dr Blaine has also taught as an adjunct professor at Southeastern Oklahoma State University teaching courses in research design, strategic market management, business communications, air transportation, and airport operations. Dr Blaine's first involvement with instruction was as a C-130 Instructor Pilot at Little Rock AFB in a Tactical Airlift Squadron followed by

a tour at the C-130 school house. He put those skills to use when he was selected for a special duty assignment at the United States Air Force Academy teaching in the department of behavioral sciences. His final duty assignments were at Tinker AFB as a squadron commander and as the installation Inspector General.

Dr. Blaine's approach to training and education is a combination of coaching and leadership and can be summed in a quote from Lao Tzu, "To lead people, walk beside them... As for the best leaders, the people do not notice their existence. When the best leader's work is done the people say, 'We did it ourselves!'"



PROBLEM-SOLVING

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2009 Fires Center of Excellence Instructors of the Year



MAJ Blake W. Keil
B/1-30th FA



Capt Brian J. O'Day
USMC Det / 1-30th FA



CW4 Jimmy A. Gomez
B/1-30th FA



CW3 Adam Shereyk
32nd Air & Missile Defense
Ft. Bliss, TX



MSgt Dusty W. Hodges
USAF Det / 1-138th Ops Grp



SFC Spencer D. Knight
ADA SLC / NCOA



Mr. Alfred Sandoval
HSB/1-30th FA



Mr. Christopher Zubia
B/2-6 ADA

The Ft. Sill Fires Center of Excellence honored eight instructors during the Annual Instructor of the Year Competition. These winners were nominated and submitted to TRADOC for consideration in the overall TRADOC Instructor of the Year competition.

CW3 Adam Shereyk won the TRADOC Instructor of the Year Award for the Warrant Officer category. CW4 Jimmy A. Gomez, MSgt Dusty W. Hodges, SFC Spencer D. Knight, and Mr. Alfred J. Sandoval were the four FCOE instructors who were among the top three finalists in each category.

These instructors were selected by the chain of command and a distinguished board of leaders comprised of the Air Defense Artillery School, Field Artillery School and other representatives across the Fires Center of Excellence. The criterion used for selection included:

- Significantly outstanding instructor possessing the leadership attributes and values appropriate as a superb role model, coach and mentor;
- Written narrative highlighting the contributions made by the instructor and the challenges overcome by the instructor;
- Observation of superb instructor performance.

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2010 Instructor of the Year Competition

The FCoE 2010 Instructor of the year competition began 7 April 2010 and ends 1 Nov 10. The tasking memo is on SharePoint, FRAGO 37. Local FCoE winners will compete TRADOC-wide for the TRADOC Instructor of the Year competition! Check with your unit to get instructions for developing your packet.

Categories:

Commissioned Officer • Warrant Officer • Non-Commissioned Officer • National Guard • DA Civilian

Criteria for Nominees:

- Must have served as an instructor a minimum of 6 months;
- Must be a certified instructor;
- Military must have passed their latest service Fitness Test and meet height/weight standards IAW AR 600-9;
- Must teach Army Soldiers (instructors can be from other service branches).

We're looking for dynamic instructors who have the following qualities:

- Tactical and technical knowledge / subject matter expertise;
- Instructor competence as well as classroom motivation, teaching abilities, professional appearance, bearing and overall effectiveness as an instructor;
- Engaged in professional efforts to improve instruction (training development, written or published articles, etc.);
- Ability to stay abreast of changing course material/doctrine/COE/lessons learned ensuring instruction remains relevant and current;
- Positive coaching and mentoring attributes.

Packet consist of the items below:

- 1-page narrative from the nominee's commander;
- 1-page narrative on the nominee's challenge of being an instructor;
- 1-page narrative on the nominee's greatest contribution as an instructor;
- 1-DVD of the nominee teaching a class to students (20 minutes max).

Point of Contact
Staff & Faculty Development Division, 580-442-2372

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About Instructor Evaluation

Overview and Purpose



- a. Instructors are a critical element in Army training and education. They are the direct interface between the learning institutions and the students. What an instructor does, says, or indicates has a direct impact on student performance both in the school and in their home units. They are the role models for Army students. They can and often do impact a Soldier for the rest of his/her career.

Note: An instructor is any personnel, military or civilian, who conducts instruction. This includes, but is not limited to, enlisted and officers, professors, observers, and contractors.

- b. Due to their importance, instructors must be the best subject matter expert and leader possible as well as being capable of guiding students through the learning process. This takes training, experience, and application of personal lessons learned. Good instructors are a special breed.
- c. The purpose for instructor evaluation is to help improve instructor performance by identifying strengths and weakness and providing appropriate developmental counseling. This is a process improvement program not a graded performance exercise.
- d. All Army instructors must complete the Army's approved instructor course and, depending on their assignment, other specified follow-on courses such as the Small Group Instructor course. These requirements are outlined in the Staff and Faculty chapter of TRADOC Reg 350-70, Chapter II-1-1.
- e. It is important to remember that the instructor's leadership and mentoring roles have been revitalized with command emphasis being place on Outcome Focused Instruction (OFI) + Adaptability = Engaged and worth its training. Instructor/facilitator (leaders) interaction with students has a direct affect on factors such as their motivation, attitude, adaptability, mental toughness, and self-confidence. Instructor observations must focus on student responses and contribute toward their achievement of required outcomes.

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Staff & Faculty Instructor Checklist

TRADOC Regulation 350-70

BASIC INSTRUCTOR PERFORMANCE CHECKLIST

INSTRUCTOR:
DATE:
SUBJECT TAUGHT:
LOCATION:

Instructor Action	GO	NO-GO
1. <u>Risk Control Measures</u> ("a" through "d" required for a "GO" rating): a. Provided WARNINGS for training safety hazards. b. Identified high-risk assessment level. c. Emphasized environmental hazards. d. STOPPED practice or testing when dangerous situation occurred.		
2. <u>Terminal Learning Objective</u> : Stated the action, conditions, and standard.		
3. <u>Technical or Tactical Competence</u> ("a" and "b" required for a "GO" rating): a. Responded to standard questions relating to objectives. b. Conducted demonstrations and exercises when appropriate.		

Instructor must receive a "GO" rating for Instructor Actions 1 through 3 to achieve a satisfactory rating.

4. <u>Introduction</u> ("a" through "d" required for a "GO" rating): a. Used motivator. b. Explained --- 1. Difference between training and task performance on the job. 2. How performance will be tested. 3. Why task is important. 4. Risk assessment level. 5. Environment protection considerations. c. Defined new terms. d. Provided WARNINGS and CAUTIONS for training safety and job safety.		
5. <u>Learning Steps/Actions</u> ("a" through "f" required for a "GO" rating): a. Explained and/or replicated cues. b. Showed steps in parts. c. Asked questions. d. Explained key points. e. Covered material in lesson plan. f. Used --- 1. Logical sequence. 2. Smooth transitions.		
6. <u>Job Performance Context</u> : Explained relationship of task or training event to the performance soldier will carry out in the job environment.		

III-4-3



Staff & Faculty Instructor Checklist cont.

TRADOC Regulation 350-70

BASIC INSTRUCTOR PERFORMANCE CHECKLIST (CONT)

Instructor Action	GO	NO-GO
7. Questions and Feedback ("a" through "e" required for a "GO" rating): <ul style="list-style-type: none"> a. Engaged students every 3 to 6 minutes.* b. Asked or answered questions. c. Stopped for discussion. d. Asked for feedback. e. Actively involved all students. * a. May vary depending upon subject being taught.		
8. Training Aids ("a" and "b" required for a "GO" rating): <ul style="list-style-type: none"> a. Ensured training aids/equipment were operation. b. Used --- <ul style="list-style-type: none"> 1. Training aids/training equipment properly. 2. Legible and appropriate visuals. 		
9. Facilitation of Student Ability to See and Hear ("a" and "b" required for a "GO" rating): <ul style="list-style-type: none"> a. Asked students if they could see and hear instruction. b. Corrected any identified situations where student was unable to see or hear instruction. 		
10. Personal Appearance: Demonstrated well-groomed appearance, Confident bearing, enthusiasm, no distracting mannerisms.		
11. Basic Delivery Skills: Used appropriate gestures, movement, Communication skills (clear enunciation; appropriate speech volume, Tone and rate; good grammar and choice of words with minimum "crutch" words.)		
12. Questioning Techniques: Conducted Ask-Pause-Call techniques (also Called pose/pause/pounce) for conference and direct questioning during practice exercises or one-on-one questions.		
13. Facilitate Student Performance ("a" through "c" required for a "GO" Rating): <ul style="list-style-type: none"> a. Provided frequent 'checks on learning' and practice opportunities (usually over 50% for module or lesson prior to testing). b. Conducted practice sessions that included— <ul style="list-style-type: none"> 1. One best way (correct demonstrations). 2. Student activity that matched or closely modeled required job performance. 3. Practice in parts. 4. Shaping of student skills. 5. Specialized individual help when needed. 6. Answers to student questions. 7. On-the-spot correction and praise. 8. Immediate stopping of practice when dangerous situation Occurred. 		
13. Cont. <ul style="list-style-type: none"> c. Conducted performance tests that included --- <ul style="list-style-type: none"> (1) Preparation of test conditions. (2) Briefings to students. (3) Presentation of performance cues. (4) Observation of student performance without interruption except for intervention for safety purposes. 		



Staff & Faculty Instructor Checklist cont.

14. <u>Respectful Behavior</u> : Displayed no signs of put downs, sarcasm, off-color material, or sexist/racist/ethnic remarks.		
15. <u>Summaries of Instruction</u> : Provided interim (When appropriate) and Concluding summaries.		
16. <u>Training Resource Management</u> ("a" through "d" required for a "GO" rating): a. Ensured availability of sufficient materials and resources. b. Retained control of class. c. Managed disruptive students. d. Used instructional time wisely.		
17. <u>After-Action Review</u> : Conducted AAR following field exercise, Practical exercise, or testable module. Note: The AAR Instructor Performance Checklist is at paragraph III-4-7 TRACOC Reg. 350-70.		

Instructor must receive no more than three (3) "NO-GOs" for Instructor Actions 4 through 17 to achieve a satisfactory rating.

Comments: Effective Instruction?

Signed,
Instructor Observer



Staff & Faculty Instructor Checklist cont.

III-4-4. Classroom Instructor Performance Checklist

Classroom To achieve a satisfactory rating, the instructor must receive a "GO" rating for both Instructor Actions.

Instructor Action	GO	NO-GO
<u>Training Environment</u> ("a" through "j" required for a "GO" rating). Ensured classroom met safety, comfort, and hygiene standards, to include --- a. Ventilation. b. Lighting. c. Température. d. Noise levels. e. Interruptions. f. Visibly posted safety signs. g. Availability and use of safety equipment. h. Placement of observer station. i. Cleanliness. j. Adequate space for planned activities.		
2. <u>Visitors Folder</u> : Maintained Visitors Folder in accordance with local policy.		

Over-all comments:

Signed,
Instructor Observer



TRADOC Instructor of the Year Evaluation Sheet

TRADOC IOY EVALUATION / SCORE SHEET				
INSTRUCTOR:		CATEGORY:	TIME:	
CENTER/SCHOOL:		RANK:	DATE:	
CENTER/SCHOOL:		BRANCH:	AR / NGB	
INTRODUCTION		NOTES		
ATTENTION/ GREETING	1 ____			
MOTIVATOR (RELATE TO COE)	4 ____			
TERMINAL LEARNING OBJECTIVE:	3 ____			
SAFETY REQUIREMENTS	1 ____			
RISK ASSESSMENT LEVEL	1 ____			
ENVIRONMENTAL CONSIDERATIONS	1 ____			
EVALUATION (INFORM STUDENT)	1 ____			
RELATE INSTRUCTION TO PREVIOUS/ FUTURE CLASSES	2 ____			
TOTAL (14)	____			
PRESENTATION				
MOVEMENT/MANNERISMS	1 ____			
USE OF TRANSITIONS DURING LESSON	2 ____			
LITTLE RELIANCE ON NOTES/PPT	2 ____			
FREQUENT INTERACTIONS /W CLASS	5 ____			
PERIODIC CHECKS-ON-LEARNING	3 ____			
QUESTIONING TECHNIQUE/ FIELDING	4 ____			
POINT CLARIFICATION / FEEDBACK	4 ____			
EYE CONTACT	2 ____			
FOSTERS STUDENT CENTERED LEARNING	5 ____			
PRONUNCIATION	3 ____			
GRAMMAR, SYNTAX, USAGE	3 ____			
ENGAGEMENT/REINFORCEMENT	4 ____			
"USE" VS "REMEMBER" KNOWLEDGE	3 ____			
SEQUENCE/ ORGANIZATION	2 ____			
VARIES ACTIVITIES FOR STUDENTS	4 ____			
STUDENT EQUIPMENT/TNG AIDS USED	1 ____			
ENSURES COE CONTEXT	4 ____			
CLASSROOM MANAGEMENT	3 ____			
TOTAL (56)	____			
SUMMARY				
REVIEW / SUMMARY OF LESSON	3 ____			
SUMMARY CHECK-ON-LEARNING	3 ____			
TIME (Not To Exceed 20 MINUTES)	2 ____			
VISITOR'S FOLDER SHOWN	2 ____			
TOTAL (10)	____			
NARRATIVE/FOLDER REVIEW		RATING	SCORING	
EXCELS IN INST. PERFORMANCE?	2 ____	90 - 95 OUTSTANDING 89 - 94 ABOVE AVERAGE 85 - 88 AVERAGE 80 - 84 NEEDS IMPROVEMENT 0 - 79 UNSATISFACTORY	INTRODUCTION	____
UPDATED TRAINING MATERIALS?	2 ____		PRESENTATION	____
TACTICAL/TECHNICAL KNOWLEDGE	3 ____		SUMMARY	____
COMM. SKILL ABILITY	2 ____		NARRATIVE REVIEW	____
WELL WRITTEN INSTR. NARRATIVE	4 ____		EXTRA POINTS (1-5) *	____
MILITARY BEARING/CIV APPEARANCE	2 ____		(*OPTIONAL)	
TOTAL (15)	____			
OVERALL COMMENTS:				
RECOMMENDATIONS:				
EVALUATOR SIGNATURE:				
			FINAL SCORE =	

HQ TRADOC IOY Form, Aug 09



It's in the Reg!

Reg.
Excerpts

Part 1



How to get Technically Certified as an Instructor

Basic Requirements:

- Graduate of the course being taught;
- Appropriate grade/rank for course being taught;
- Graduate of Army Basic Instructor Course or TRADOC-approved instructor training course;
- Graduate of Small Group Instructor Training Course (NCOES/FACCC Instructors);
- Appropriate instructor additional skill identifier (military only);
- Evaluated on training a representative sample of classes from the appropriate Program of Instruction to determine technical proficiency to train the specific course;
- Pass the APFT within the last 6 months for AC or 12 months for RC (military only);
- Civilians/contractors must meet all above requirements except items e,g as noted.

TRADOC
REGULATION 350-70

Part 2

Requesting an ADA/FA Technical Certification

- Successfully pass a technical competency evaluation conducted by his/her chain of command.
- Contractor instructors will be certified as technically competent in the same manner by the contractor in order to meet specification of the contract.
- Submit request to Chief, Staff and Faculty Development Division, Gaffey Hall, Bldg 755; ATTN: Staff and Faculty Development Division Admin.

Request consists of (1) Memo from commander/director requesting ADA or FA Technical Certification (2) Instructor Certification Checklist (3) Basic Instructor Performance Checklist

See Policy 01-05 Ch 1 FA & ADA Instructor Technical Certification online:

<http://sill-www.army.mil/qa/Policy%20Letters/Policy.htm>

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Staff & Faculty Development Training Courses

Staff & Faculty Development Courses Taught at Fort Sill

Army Basic Instructor Course (ABIC)

ABIC is a comprehensive course that trains U.S. Army instructors and Department of the Army Civilians to deliver training in The Army School System and requires 80 hours for instructor certification. The course is designed for individuals who are assigned as instructors.

Small Group Instructor Training Course (SGITC)

SGITC is designed to teach military instructors how to facilitate a small group to achieve a training objective. As such, the course presents definitions, terminology, and instructional methods used in small group instruction. The course also provides insights into how adults learn and develop as individuals and group members with a common goal. It presents exercises and conference designed to have students experience, first hand, how groups react and interact to a variety of situations and small group methodologies. TRADOC Reg 350-70 requires all instructors assigned or pending assignment to complete this course if they teach small groups. Prerequisite: ABIC training.

Systems Approach to Training Basic Course (SATBC)

This 40 hour course provides the prerequisite skills and knowledge required by TRADOC for developing standardized training. It focuses on use of the 5-phase SAT process to meet the Army's needs for rigorous, relevant, hands-on performance training.

Video Teletraining Instructor Training Course (VTTITC)

The VTTITC is a 40-hour course of instruction designed to be presented via video teletraining. The VTTITC provides the skills and knowledge you need to be effective when designing and developing materials for and presenting instruction over VTT. Emphasis is on practice and performance in preparation for VTT certification.

Supporting your Role in Developing Army Leaders

Training and Education Developer Middle Manager's Course (TEDMMC)

Training and Education Developer Middle Managers Course - Provides mandatory training to officers, non -commissioned officers, and civilians assigned to mid-level training and education management positions in TRADOC institutions including the skills and knowledge necessary to manage training and education development according to HQ TRADOC regulations and guidelines. Target audience: DOT, DOTD, training brigade/division branch chiefs; supervisory instructional systems and training specialists, supervisor of training development personnel, course managers and POI managers. This course is taught locally . Prerequisite: SATBC training and 18 months remaining in position.

Senior Training and Education Manager's Course (STEMC)

STEMC provides mandatory training to officers, noncommissioned officers and civilians assuming senior training and education management positions in HQ TRADOC institutions, including the knowledge and skills necessary to direct their departments according to HQs TRADOC regulations and guidelines. Target Audience - Commandants, Assistant Commandants, Deputy Assistant Commandants; Training Brigade/Battalion Commanders; NCO Academy Commandants; Directors (TRADOC); Directors of Training and Doctrine or Directors of Training, Training Department Directors; Quality Assurance Directors and TRADOC System Managers/TCMS. Course is taught in Hampton, VA. Funding is reimbursable to student's unit/agency. Fort Sill POC for Manager courses – 580-442-2372

To enroll or to learn more about the Staff & Faculty Development Division training courses, go to:

http://sill-www.army.mil/qa/StaffandFac/training_courses.htm



The Evolution of the Army Basic Instructor Course (ABIC 1)

The Quality Assurance Office made significant enhancements to the ABIC course and the output is the ABIC 1 course. This 10 day course maximizes the student's learning potential. It focuses on aspects that our FCoE leaders feel is important to instruction.

This revision was made to meet the demands of the Field Commanders, the challenges of the current operating environments; the scarcity of equipment and the high caliber of soldiers of today's Army require creative and demanding training. Our goal must be to get the soldiers thoroughly engaged in their training. This no longer means simply watching a series of PowerPoint slideshows. The students deserve thought-provoking, quality training that will help support demanding mission requirements and save lives down range. Therefore, we updated the ABIC course with the following enhancements:

- **Outcome Focused Instruction** – students will become familiar with this training approach which focuses on the desired end state or “outcome” rather than the training process. It allows for the simultaneous development of task proficiency, mental attributes and Army Values.
- **Adaptive Leader Methodology** – this methodology attempts to develop the learner by placing them within situations similar to those they can expect to encounter in the contemporary operating environment. Students are placed within “learning scenarios” and are required to develop a course of action within a given timeframe and with limited background information. This can either be resolved by a problem or dictated the best way to proceed with a mission.
- **Learning Styles** – students become familiar with how a person learns through auditory, visual and tactile stimulation.
- **Further Development Of Facilitation Skills** – students are asked to present information or facilitate instruction no less than 8 times during the course.
- **Electronic Resources** – students become familiar with several websites that can provide useful information for instructors and curriculum developers.
- **Additional Methods Of Instruction** – students become familiar with and use these methods of instruction: Lecture, Demonstration, Conference, Brainstorming, Case Study, Role Play, Scenario-Based Training and Practical Exercise.
- **Additional Methods Of Assessing Student Learning** – students become familiar with several tools and methods for assessing student learning. Highlighted is the concept of “360 Degree Assessment” and the effective use the After Action Review.

This course serves as a template for other course design.

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Army Training & Education Development Summit

The Army Training & Education Development Summit was 18 – 20 May 2010 at Newport News, VA . The theme of the Summit was “Thinking Soldiers – Learning Army!” Listed below is an excerpt of the draft of the Way Ahead for Army training and education based on The Army Learning Concept for 2015 dated 11 May 2010. The Summit was held to gain a better perspective on the Way Ahead.

Top 5 themes/goals constantly discussed and reinforced by TRADOC leadership:

- 1) New education and training methods across TRADOC a must - now. Rigor, critical thinking, adaptability must get into training venues to engage students and better enhance skill competencies as well as develop values and attributes.
- 2) Eliminate/reduce PowerPoint classes/lectures significantly in favor of performance based engaging learning environments (to include use of VBS2 / sims / engaging tools).
- 3) Instructor/cadre must become the coach/mentor/facilitator getting after critical thinking, adaptability, problem solving - by challenging students in an environment of rigor, self discipline and motivation where education is learner centric not instructor centric – where instructor has keen assessment skills and understands the metrics to measure success
- 4) Engaging outcome focused training with clear measurable metrics remains a solid approach (Focusing on those principles we push in the FCOE OBTE/ALM model link nicely to GEN Dempsey’s intent (Identify real outcomes sought/explain why of task/build to combat applications and linked tasks/include good coaching and mentoring/include problem solving and adapting to new situations/develop and highlight values and attributes as part of training = build SA, confidence, accountability, self- motivation, etc.).
- 5) The new inbound trainees are different (digital world/attention span/physical fitness/ multi-taskers/ the need to know the why behind tasks) so cadre must focus on the development of the baseline skills, values and attributes. Out of the box thought by motivated cadre and leadership taking advantage of the new learning styles that work versus this new demographic will enhance the learning environment.

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TRADOC ACCREDITATION STANDARDS

Accreditation Schedule - 18-29 OCT 10

Field Artillery - 18-22 Oct 10 • Air Defense Artillery - 24-29 Oct 10

To all school departments: During the days listed above, a TRADOC team of inspectors will visit various departments, classrooms, facilities, etc., in the ADA and FA school houses. A partial list below contains information on what the team will want to insure is practiced at Fort Sill.

Training Observation Checklist

GOV-6 Facilities

At a minimum, observe size, lighting, climate control & HVAC, furnishings and condition of facility. Adequate lighting must be provided in halls, internal and external stairways, and around building's exterior.

GOV-7 Operational Environment (OE) Integration

- Students can demonstrate the applications of OE variables

OE Variables:

The variables of the COE: PMESII+PT

Political - Provides an overview of the political system and political power within the state refers to all actors within an OE with political authority and the degree of legitimacy.

Military - Explores the military capabilities of all relevant actors in a given OE.

Economic - Provides an overview of the economic conditions/indicators within and OE.

Social - Social system is the people, groups, and social institutions of a society with shared characteristic values and beliefs, which are organized, integrated and networked by relationships interacting within their environment.

Information - Discusses the nature, scope, and characteristics of the information environment of a given OE.

Infrastructure - System is composed of the basic facilities, services, and installations needed for the functioning of a community or society.

Physical Environment - Defines the physical circumstances and conditions surrounding and influencing the execution of operations throughout the domains of air, land, sea and space.

Time - Influences military operations within an OE in terms of the decision cycle, tempo of operations and overall planning.

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TRADOC ACCREDITATION STANDARDS

GOV-7 Operational Environment (OE) Integration (cont.)

- OE is integrated into applicable functional training
- OE applicable lessons learned are captured and disseminated
- (Initial Military Training) OE and its factors are integrated into training

GOV-15 CRM

- Institution conducts training IAW safety standards in Training Support Packages
- CRM and safety standards integrated into training programs

GOV-17 NCOES Courses

- Courses are being filled greater than 90% at the respective NCOA (either AA or RC) in an effort to reduce backlog statistics.
- Facilities provide a positive learning environment for adult education.

CAC-20 Effective Instruction

- Faculty (instructors) that teach are qualified, certified
- Faculty (instructors) teach using methodologies as described
- Faculty (instructors) that teach assess student performance
- Faculty (instructors) are involved in sustaining the currency and relevancy of the curriculum

CAC-21 Mission and Curriculum

- Institution has systematic and continuous assessment and feedback processes
- Institution's integrates student experiences into the training and education
- Institution integrates Army Battle Command System (ABCS) training based senior leader guidance, priorities and available resources
- Fosters knowledge management (KM) in its students, staff and faculty and curriculum

CAC-23 Leaders of Character and presence

- Army Values, Empathy and Warrior Ethos reflected in the learning environment and exhibited by faculty / cadre
- Faculty / cadre foster development of military bearing, physical fitness, confidence and resilience by setting example
- Counseling provides students constructive feedback on character and presence

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TRADOC ACCREDITATION STANDARDS CONT.

CAC-24 Leaders with intellect

- Mental agility integrated throughout curriculum, reflected in policies and processes, exhibited by faculty / staff
- Faculty / staff foster development of sound judgment, innovation and interpersonal tact by setting example
- Curriculum provides adequate opportunity for students to display sound judgment, innovation and interpersonal tact
- Counseling provides students constructive feedback on their mental agility, judgment, innovation and interpersonal tact

CAC-25 Leaders Lead, Develop, and get results

- The institution provides adequate opportunity for developing leaders to lead others
- Adequate opportunity for developing leaders
- Provides adequate opportunity for developing leaders
- The institution provides developing leaders with an understanding of how a leader develops others

CAC-26 Collection, Analysis and Integration

- Institution understands and trains the lessons learned (LL) concepts as outlined in AR 11-33

IMT-35 Trainers are qualified, certified, and perform their instructional duties and responsibilities

- Trainers meet qualifications, are certified, and receive required follow-up evaluations
- Trainers perform their instructional duties

IMT-36 Institution trains

- Soldiers using approved course materials
- Training is sequential, progressive, and conducted in accordance with the mandatory training sequence
- Students can perform to the prescribed learning objective standards

IMT-37 Institution provides, uses and manages resources, test control procedures, trainee databases

- Institution complies with established trainer-to-student/Soldier and student-to-equipment ratios
- Institution controls and administers tests in accordance with regulatory guidance
- In conjunction with student records, Institution uses and updates RITMS and ATRRS for student training management

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TRADOC ACCREDITATION STANDARDS CONT.

Visitor Folders

- TRADOC REG 350-18. (Para. 4-5)
- Visitor sign-in log
- Class roster (ATRRS R2 report minus SSNs)
- Training schedule
- The course POI/CMP
- Current lesson plan
- Instructor credentials, to include: (1) Copy of the instructor's proponent certification or a copy of the memorandum to the proponent requesting certification, and (2) Appropriate operator's permit, as necessary.
- Critique sheets for class visitors
- Waivers (ISR/ESR)
- Daily Risk Assessment worksheet

Instructor Folder

- TRADOC REG 350-18. (Para. 4-6)
- Instructor 's proponent certification
- Instructor training certificate(s) (or DA Form(s) 1059) for ABIC, ITC, SGI, Video Teletraining Instructor Training Course, as appropriate
- Copy of orders or request for orders assigning ASI 5K or SQI 8, as appropriate
- Copy of certificates for any civilian training related to the course being taught
- Documentary evidence of graduation from the course to be taught, meeting the same MOS or civilian equivalent training, as appropriate
- Documentary evidence of appropriate training/experience for the level of the course being taught, as specified by the TD/task proponent
- Valid DA Form 705, when applicable
- Copies of instructor evaluations from the previous 12 months
- Appropriate operator's permit
- Appropriate security clearance, when applicable

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The Case for Outcomes-Based Training and Education

by Major Chad R. Foster

*"To be a good soldier a man must have discipline, self-respect, pride in his unit and his country, a high sense of duty and obligation to his comrades and his superiors, and self-confidence born of demonstrated ability."*¹

— General George S. Patton Jr.

A Warning from General Patton

As a major stationed in Hawaii during the mid-1920s, George S. Patton Jr. spent much of his time writing and discussing topics related to leadership, training, and tactics. Although not an academically distinguished cadet at West Point, Patton was a voracious reader of history throughout his life and he sought to learn all that he could to make himself a better combat leader. One of the most admirable things about Patton was that his love for history

was not chained to the thinking of past generations — he understood the lessons of history in context and applied them to contemporary times. In this way, he was a forward-thinker with the wisdom to heed the warnings of the past. It is hardly surprising then that his writings from this period illustrate some key insights that are highly applicable today.

In 1919, Patton wrote the first draft of a short lecture on the history and employment of light tanks. After considering his firsthand combat experiences and observations in World War I, he updated the lecture at some point in the early 1920s to include many of his own opinions and analysis. As he advocated the concept of mobile warfare using armored forces, Patton complained that too many officers were perfectly satisfied with resting on the laurels of the past. He said, "[We are]

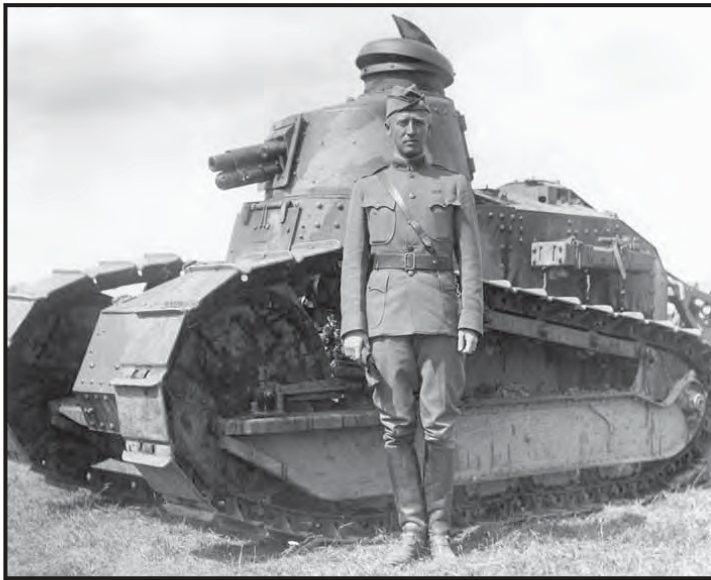
seeking too hard for an approved solution that will avoid the odious task of thinking."² Patton clearly understood that a rigid devotion to set rules without considering the current situation was foolish. He went further by urging other Army leaders to "[l]et your best thought and keenest ingenuity based on principles and untrammelled by all the labored memory of past tactical details be bent to the employment of the instruments of combat ... in the best way most suitable to kill the enemy."³

These statements were part of Patton's efforts to champion the continued development of armored forces even as many of his contemporaries were saying that the tank was a short-lived gimmick that had no place on future battlefields. The coming years would confirm Patton's foresight as the allies confronted the Nazi war



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machine in Europe. However, at the heart of his message is a warning that we, as the trainers and mentors for our Army, must heed. The great temptation is to rely on what is written in a manual as if it were inflexible law or continue a practice because "we have *always* done it this way." In this approach, creative thinking and decisionmaking are absent, just as Patton warned. This great commander understood that a soldier (and especially a leader) must adjust to changing situations on the battlefield. In short, Patton was saying that good leaders apply commonsense and fundamental principles to solving problems and making decisions. They do not bind themselves mindlessly to past practices without fully understanding their underlying principles. These fundamental principles, *not the process or method*, must serve as the guide for future action.⁴

The Traditional Approach to Training and the Need for Change

*"We need to shift our culture toward one where we have thinking leaders who can train and lead thinking soldiers."*⁵

— Colonel Casey Haskins

In today's traditional approach to training, soldiers and units train a task until they reach a minimum standard under a specific set of conditions. Immediately on demonstrating this baseline level of pro-

ficiency, they hurry along to the next task like a worker on an assembly line. In the vast majority of cases, this approach does not require soldiers to learn the *why* behind their actions or to advance beyond the minimum standard stated in the manual. They become very adept at performing the choreographed steps of an established process, but when faced with a drastically changed set of conditions, these soldiers can do little more than revert to the "rehearsed solution," regardless of whether or not it is appropriate to the new situation. There is little or no emphasis on the development of judgment or initiative in our soldiers, noncommissioned officers (NCOs), or officers. This traditional approach is a not well-suited to building fighters who can think effectively and adapt to unforeseen changes on the battlefield.

The task-conditions-standard approach to training is the product of an industrial assembly-line mentality that was born out of the necessities of the Cold War. As the West faced the threat of a massive Soviet assault, we depended on the rapid mobilization of Reserves to fight a few titanic battles on the plains of Europe. In this type of environment, an assembly-line approach was a logical solution because it was (and continues to be) fast, efficient, and simple enough for masses of newly mobilized citizen soldiers with no

previous military experience to quickly grasp. With a powerful, but predictable, adversary on the other side, time and efficiency were of far more importance than the development of true professionalism.⁶ The historical American distrust of a large professional standing army also played a role, and this traditional training approach was appealing because it very much resembled the "management science" applied by major corporations.

However, the contemporary operating environment bears no resemblance to the Cold War era. We are not facing the threat of a massive assault by enemy tanks in Europe. Instead, we are fighting adversaries that have no discernible doctrine and do battle with us asymmetrically, pitting their strengths against our weaknesses. In this type of combat, nothing is ever simple and our soldiers and junior leaders must rapidly adapt to unforeseen situations and unfamiliar environments. To prepare for this brand of warfare, it seems clear that a simple, assembly-line approach to training and leader development is woefully inadequate.

There exists a solution to this problem, which is starting to gain momentum throughout the Army — outcomes-based training and education (OBTE). This philosophy nurtures adaptability, initiative, and self-confidence by going beyond the minimalist mindset that today characterizes much of our Army's training. In OBTE, the tasks, conditions, and standards found in our doctrinal publications serve as a starting point or baseline, not an end state, for training events. Instead, OBTE focuses on achieving a desired outcome that more closely resembles the proclaimed goal of every commander — excellence or mastery. Exactly how the soldier or unit gets to the desired end state is irrelevant as long as the *solution* is appropriate to the current situation. Tactics, techniques, and procedures (TTP) remain important, but they are not taught as dogmatic checklists that one must follow without question. Trainers explain the fundamental principles that underlie those TTP, which should guide future decision-making. Rather than merely memorizing the steps of a process or a battle drill, soldiers learn the *why* behind their actions, which gives them the ability to either choose an existing TTP that is appropriate or improvise as necessary.

Objectives, Outcomes, and the Exercise of Mission Command in Training

It is important to understand the difference between an objective and an outcome. According to U.S. Army Training



and Doctrine Command (TRADOC) Regulation 350-70, *A Systems Approach to Training, Management, Processes, and Products*, a learning objective is a familiar, three-part statement that describes what a soldier is supposed to be able to do "under specific conditions to accepted standards."⁷ It consists of the task to be trained, the conditions under which it will be trained, and the standard to which it will be trained. As explained earlier, the standard articulated in most objectives is a *minimum* standard for performance. Ultimately, training objectives are concerned with competencies (a soldier or unit can do "task A" when provided with specific assets under specific circumstances). However, a desired competency does not get to the point of building the ability of individuals and units to do new things with different assets under *any* set of conditions. Competencies also do not account for those intangible attributes that are often critical in combat such as initiative, judgment, confidence, and personal accountability.

An outcome, on the other hand, provides a broader purpose for the training event. Conceptually, it fills the same role as training as a commander's intent statement in a tactical operation. By articulating a desired outcome(s) for a training event, the commander can provide guidance on results he expects the training to achieve,

regardless of any constraints that might emerge. For example, consider a situation where a commander wants to train his subordinate leaders to become effective in preparing and issuing a warning order. Figure 1 shows a training objective for this task taken directly out of Soldier Training Publication (STP) 21-24, *Soldier's Manual of Common Tasks (SMCT)*, *Warrior Leader Skills Level 2, 3, and 4*.⁸ At best, this objective establishes a "training floor" for the task. At worst, it restricts the soldier by reinforcing the notion that the process or method that he employs is the most important consideration in determining success or failure in the training event. The obvious question is two-fold: does referencing the warning order at the beginning of the brief have any bearing on how effective the order really is, and does using standard terminology or a specific format ensure that subordinates get any value from the warning order?

In contrast, if a commander articulates his desired outcomes, such as those listed on the right side of Figure 1, it becomes clear what truly defines success in this training. The outcomes do not address the inputs by the soldier; they focus only on the results of the warning order as observed through the lens of the audience. The exact format and terminology used by the soldier are not impor-

tant. All that matters is that the audience gets some value out of the warning order that allows them to effectively prepare for the upcoming operation. Of course, this does not mean that a trainer would never address possible techniques such as the use of the five-paragraph format or correct doctrinal terminology. With an outcomes-based approach, these techniques are viewed only as possible methods that one might employ within the context of the current situation.

This approach illustrates how OBTE encourages the exercise of mission command in training. Simply put, mission command, sometimes referred to as "mission tactics," is the practice of clearly articulating an intent to subordinates and then charging them with the responsibility of figuring out exactly how to meet that intent.⁹ For a soldier or leader to be effective in this type of command atmosphere, he must be able to think and solve problems. He must have the initiative and courage to act without being told exactly what to do. For this approach to work, the commander must clearly communicate his intent, just as he must during a tactical operation. Outcomes allow him to do so while leaving room for his subordinates to exercise their own judgment and creativity. In fact, an outcomes-based approach not only allows thinking and initiative, it forces them to become requirements.

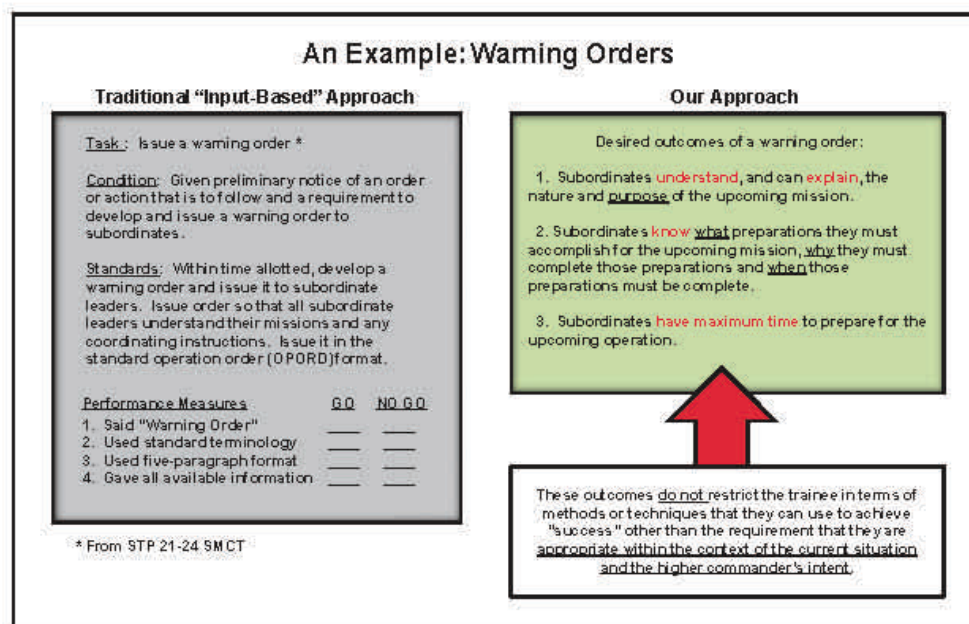


Figure 1



OBTE: The Intersection of Education and Training

The fact that both training and education are included in this approach makes OBTE a source of anxiety and a target of criticism. The critics are always quick to point out that there is a difference between training and education, and they are absolutely correct. However, they are wrong in the notion that training and education cannot occur simultaneously within the execution of a single developmental event. "The ability to think logically, to approach problemsolving methodically, but without a predetermined set of solutions," is inherent in education.¹⁰ In short, education is focused on how to think, not what to think. Training, on the other hand, is the application of education in the real world. It deals primarily with *what to do* and *how to do it*. The relationship between education and training is much like the relationship between the classroom and the lab.¹¹ They are, therefore, mutually supporting efforts that one must view in close connection to each other. Attempts to frame these two things in isolation result in missed opportunities to develop soldiers, units, and leaders to their full potential.

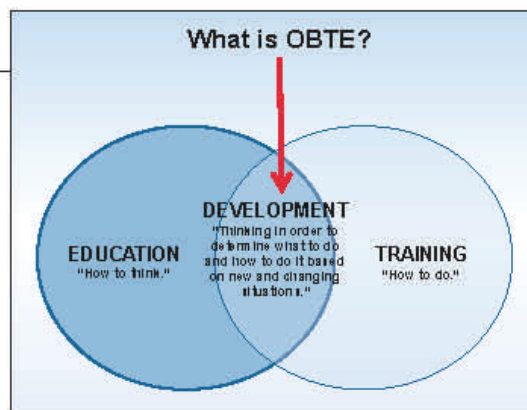


Figure 2

In the traditional approach, there is no evident link between training and education. In keeping with the assembly-line mentality, trainers are encouraged to look at actions (tasks) discretely without regards to any larger context. The message is clear: get your soldiers to the standard (the minimum level of proficiency) and then move on to the next task. There is no focus on understanding the *why* behind each action. For example, an initial entry soldier might be taught individual movement techniques (low crawl, high crawl, and rush), but how much emphasis would be placed on understanding why he might choose to use each of these techniques? The soldier would leave basic training

knowing how to execute a low crawl, high crawl, and a rush, but he would not necessarily be equipped to make rapid and sound decisions about when to use each under fire. This problem is largely due to the fact that the practical application of these techniques in training is often done on scripted lanes and ranges; for example, "you will low crawl from position 1 to position 2, throw your grenade at the enemy bunker, and then you will conduct a 3-5 second rush up to position 3." This method does not require any thought

on the part of the soldier. Instead, the soldier is merely following instructions shouted by a drill sergeant. This might make the soldier very proficient at executing the techniques, but he will not necessarily be able to adapt to a new situation where he does not have a rehearsed script.

In an outcomes-based approach, the trainer would teach the soldier not only the various movement techniques, but *why* he might choose to execute each one. The soldier would steadily progress to a "lane," just as in the traditional approach. However, instead of a scripted scenario, the soldier would be instructed only to get into position to destroy the enemy bunker without being killed by hostile fire. In attempting to achieve this outcome, the soldier would be required to determine which movement technique is appropriate to the terrain and threat. This seemingly simple shift in approach does not allow thinking — it *requires* thinking! Because of this blend of thinking and action, OBTE sits squarely at the intersection of education and training, not just in one sphere or the other (see Figure 2 as an illustration). Therefore, it is more appropriate to think of the outcomes-based approach as *development*, a combination of thinking and action within the execution of an individual or collective task.

Patton's Warning Revisited

General Patton rightly believed that "[n]o army is better than its soldiers."¹² Because he understood this truth, it seems clear that he would have embraced OBTE. Just as Patton grasped the potential of the tank as it emerged on the scene in the late stages of World War I, our Army's leaders must now see that OBTE offers a far better alternative for soldier development than the traditional input-based approach. Unfortunately, advocates of OBTE encounter resistance just as Patton did as he advocated the development of Ameri-



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can armored forces in the years following World War I. Luckily, men like General Patton did not give up on what they knew to be right and their efforts contributed greatly to the allied victory over the Nazi war machine in the 1940s. Those of us who understand the advantages of the outcomes-based approach today must follow the same example.

The contemporary operating environment offers us new challenges and dangers. Modern battlefields require adaptive, thinking soldiers and leaders. The days of training for "rehearsable solutions" in response to a well-known and predictable enemy are over. If our Army is going to improve how it prepares soldiers, leaders, and units to fight in places such as Iraq and Afghanistan (and all others that might emerge), we cannot afford to shy away from the "odious task of thinking." OBTE is the best way to ensure that we nurture adaptability, initiative, and sound judgment in everything we do. In this way, we will get beyond the minimalist approach that currently characterizes much of our training and start to maximize the full potential of the American soldier.



Notes

¹George S. Patton Jr., *War as I Knew It*, Bantam Books, New York, 1947, p. 317.

²Martin Blumenson, *The Patton Papers Vol. 1: 1885-1940*, Houghton Mifflin, Boston, 1972, p. 792.

³*Ibid.*, p. 793.

⁴Headquarters, Department of the Army, U.S. Army Field Manual (FM) 3-0, *Operations*, Appendix D, clearly states that our doctrine consists of three components: fundamental principles; tactics, techniques and procedures (TTP); and terminology and symbols. In the past, we have done a fairly good job of emphasizing the latter two. Exercises at our training centers always focus on TTP and our schoolhouses, especially those that educate officers, are obsessed with the exact usage of our "professional language." However, the first component usually has been, at best, an afterthought. This is mostly due to the fact that memorizing drills out of a manual and the doctrinal definitions of terms is far easier than the thoughtful application of fundamental principles in decisionmaking within the context of new and unrehearsed situations.

⁵Colonel Haskins is the former commander of 198th Brigade Combat Team, Fort Benning, GA. In that position, he implemented an outcomes-based approach at every level within his command from basic training of enlisted soldiers to the development of captains at the Infantry captain career course. He is currently the director of the Department of Military Instruction at West Point.

⁶The "professionalism" that I refer to involves a never-ending dedication to the study of the profession of arms with the intent to improve one's ability to lead in combat. I am not talking about the "professionalism" that many today characterize as polite conduct or polished appearance. Many of the most effective military leaders in history were rough in appearance and speech, but they knew how to achieve victory. This is what we should be striving to instill in our soldiers, NCOs, and officers. "Spit and polish" does not win in combat and a soldier with shiny boots is not necessarily the one that will be the best under fire.

⁷Headquarters, Department of the Army Training and Doctrine Command (TRADOC) Regulation 350-70, *A Systems Approach to Training, Management, Processes, and Products*, U.S.

Government Printing Office (GPO), Washington, DC, 9 March 1999.

⁸Headquarters, Department of Army, Soldier Training Publication (STP) 21-24, *Soldier's Manual of Common Tasks (SMCT), Warrior Leader Skills Level 2, 3, and 4*, GPO, Washington, DC, September 2008.

⁹William S. Lind, *Maneuver Warfare Handbook*, Westview Press, Boulder, 1985, pp. 91-97.

¹⁰*Ibid.*, p. 41.

¹¹*Ibid.*, p. 44.

¹²Patton, p. 317.

Major Chad Foster is currently serving as course director, Military Science 300, Department of Military Instruction, U.S. Military Academy, West Point, NY. He received a B.S. from the United States Military Academy. His military education includes Armor Officer Basic Course, Armor Captain Career Course, Combined Arms and Services Staff School, Scout Platoon Leader Course, Air Assault School, and Airborne School. He has served in various command and staff positions, to include commander, Headquarters and Headquarters Company, 1st Battalion, 66th Armor (1-66 AR), 1st Brigade Combat Team (BCT), 4th Infantry Division (ID), Taji, Iraq; commander, D Company, 1-66 AR, 1st BCT, 4th ID, Fort Hood, TX; S3 (Air), 1-66 AR, 1st BCT, 4th ID, Fort Hood; XO, Headquarters and Headquarters Troop, 3d Squadron, 7th Cavalry (3/7 CAV), 3d Infantry Division (Mechanized), Fort Stewart, GA; and scout platoon leader, A Troop, 3/7 CAV, 3d ID, Fort Stewart.

Do's for Effective Instruction

- Do engage students every 3-6 minutes
- Do Ask-Pause-Call
- Do provide feedback
- Do explain why task is important
- Do define new terms and acronyms

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FULLY ENGAGED EMPLOYEES

In a quest for a great place to work all signs point to engaged employees. Engaged employees approach work with enthusiasm, energy, focus, and commitment in such a way that the employee is able to bring his/her full potential to the work effort. There is a difference between job satisfaction and engagement. Employees may be satisfied and perform adequately, but when they are engaged with their work, they are not only satisfied, they also create better results for their employers and customers.

Below is a chart published by American Society for Training & Development that is a good indicator to tell which employees are "fully engaged" and which are "actively disengaged".

Fully Engaged Employees:

- Are proactive.
- Go the extra mile for organization, peers, customers.
- Show creativity when problem solving.
- Explore root causes when things go wrong.
- Initiate and foster needed change.
- Step forward to solve problems.
- Take pride in producing quality outcomes.
- Speak well of the organization when talking to others.
- Are ready to learn, try new things, and take on new responsibilities.

Actively Disengaged Employees:

- Are reactive.
- Barely meet minimum customer service standards.
- Walk away from difficult problems.
- Blame others for things gone wrong.
- Are reluctant to change.
- Wait for others to act first.
- Have little job pride or interest in producing quality outcomes.
- Complain about the organization when talking to others.
- Are reluctant to learn or take on new tasks or responsibilities.

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Recommended Reading

TRADOC Commander's Reading List



**GENERAL
MARTIN E. DEMPSEY**
Commanding General
United States Army
Training and Doctrine
Command
Fort Monroe, VA

The Global Achievement Gap

By Tony Wagner

SchoolChange.org reports:

"Despite the best efforts of educators, our nation's schools are dangerously obsolete. Instead of teaching students to be critical thinkers and problem-solvers, we are asking them to memorize facts for multiple choice tests. This problem isn't limited to low-income school districts: even our top schools aren't teaching or testing the skills that matter most in the global knowledge economy. Our teens leave school equipped to work only in the kinds of jobs that are fast disappearing from the American economy. Meanwhile, young adults in India and China are competing with our students for the most sought-after careers around the world..."

Why even our best schools don't teach the new survival skills our children need—and what we can do about it.

Read General Dempsey's recommendation by education expert Tony Wagner. In his latest book, Wagner reports results of interviews with business leaders and observations in some of our nation's most highly regarded public schools. He discovered "a profound disconnect between what potential employers are looking for in young people today (critical thinking skills, creativity, and effective communication) and what our schools are providing (passive learning environments and uninspired lesson plans that focus on test preparation and reward memorization)." Learn how every American can help correct our education system and "motivate the 'net' generation to excellence."

***The Global Achievement Gap* is available for loan from QAO.**

Other Recommended Reading

Robert F. Baumann, George W. Gawrych, and Walter E. Kretchik, Armed Peacekeepers in Bosnia. (Ft. Leavenworth , KS : CSI Press, 2004).

Robert F. Baumann, Lawrence A. Yates, and Versalle F. Washington, "My Clan Against the World": U.S. and Coalition Forces in Somalia, 1992-1994. (Ft. Leavenworth , KS : CSI Press, 2004).

Charles H. Briscoe, Richard L. Kiper, James A. Schroder, and Kalev I. Sepp, Weapon of Choice: U.S. Army Special Operations Forces in Afghanistan. (Ft. Leavenworth , KS : CSI Press, 2003).

Gregory Fontenot, E. J. Degan, and David Tohn, On Point: U.S. Army in Operation Iraqi Freedom Through 1 May 2003. (Ft. Leavenworth , KS : CSI Press, 2004).

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Recommended Reading

CG's Reading List



**MAJOR GENERAL
DAVID D.
HALVERSON**
Commanding General
United States Fires
Center of Excellence
and Fort Sill

Stephen E. Ambrose, **Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest.**

Michael J. Durant, **In the Company of Heroes.**

Carlo D'Este, **Patton: A Genius for War.**

Elbert Hubbard, **A Message to Garcia.**

Allan R. Millett and Peter Maslowski, **For the Common Defense: A Military History of the United States of America.** ()

LTG (Ret.) Harold G. Moore and Joseph L. Galloway, **We Were Soldiers Once ... and Young: Ia Drang—The Battle That Changed the War in Vietnam.**

The Constitution of the United States / Available at <http://www.house.gov/Constitution/Constitution.html>

Company Grade Officers/NCOs/WO1-CW3

Bruce Berkowitz, **The New Face of War: How War Will Be Fought in the 21st Century.**

Ulysses S. Grant, **Personal Memoirs of U. S. Grant.**

David Kilcullen, **28 Articles.**

Christopher Kolenda, **Leadership: The Warrior's Art.**

Charles B. MacDonald, **Company Commander.**

Ralph Peters, **Looking For Trouble: Adventures in a Broken World.**

Donald T. Phillips, **Lincoln on Leadership: Executive Strategies for Tough Times.**

Field Grade Officers/Senior NCOs/CW4-CW5

Carl von Clausewitz, Edited and Translated by Michael Howard and Peter Paret- This edition of *On War*, the third English, **On War.**

Michael R. Gordon and Bernard E. Trainor, **The General's War: The Inside Story of the Conflict in the Gulf.**

Colonel Thomas X. Hammes, **The Sling and the Stone.**

James McPherson, **Battle Cry of Freedom: The Civil War Era.**

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Recommended Reading

CG's Reading List cont.

National Security Strategy of the United States of America / Available at <http://www.whitehouse.gov/nsc/nss/2006/nss2006.pdf>

National Strategy for Combating Terrorism / Available at <http://www.whitehouse.gov/news/releases/2006/09/20060905.html>

Jeffrey Record, **Beating Goliath**.

Sun Tzu, Translated by Samuel Griffith, **The Art of War**.

From the Pre-Command Course (PCC) Recommended Reading List

Ori Brafman & Rod A. Beckstrom, **The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations**.

Malcolm Gladwell, **Blink: The Power of Thinking Without Thinking**.

Malcolm Gladwell, **Outliers: The Story of Success**.

Malcolm Gladwell, **The Tipping Point**.

Chip and Dan Heath, **Made to Stick: Why Some Ideas Take Hold and Others Come Unstuck**.

John P. Kotter, **Leading Change**.

Steven B. Sample, **The Contrarian's Guide to Leadership**.

Michael Useem, **Leading Up: How to Lead Your Boss So You Both Win**.

Roger von Oech, **A Whack on the Side of the Head: How You Can be More Creative**.

William Wresch, **Disconnected: Haves & Have Nots in the Information Age**.

Senior Leaders Above Brigade Level

Ephraim Kam, **Surprise Attack: The Victim's Perspective**.

James R. Locher III, **Victory on the Potomac**.

Douglas A. Macgregor, **Transformation under Fire: Revolutionizing How America Fights**.

Williamson Murray, MacGregor Knox, and Alvin Bernstein, **The Making of Strategy: Rulers, States, and War**.

John A. Nagl (forward by Peter J. Schoomaker) Nagl's study, **Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam**.

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Recommended Reading

CG's Reading List cont.

Richard E. Neustadt and Ernest May, **Thinking in Time**.

Peter Paret, **Makers of Modern Strategy: From Machiavelli to the Nuclear Age**.

Fires Bulletin Leader's Library Recommendations

Max Boot, **The Savage Wars of Peace- Small Wars and the Rise of American Power**.

John Errett, **The Owl and the Hawk: An End to Terrorism**.

Larry P. Goodson, **Afghanistan's Endless War: State Failure, Regional Politics and the Rise of the Taliban**.

Bernard Lewis, **The Crisis of Islam-Holy War and Unholy Terror**.

Recommendations from the Sylvanus Thayer Library at the Army Management Staff College (AMSC) - Dean's Top Ten Book List

David Allen, **Getting Things Done: The Art of Stress-Free Productivity**.

Marcus Buckingham , **The One Thing You Need to Know**.

Marcus Buckingham and Curt Coffman, **First, break all the rules: what the world's greatest managers do differently**.

Peter Daly and Michael Watkins, **The First 90 Days in Government**.

Marshall Goldsmith, **What Got You Here Won't Get You There**.

Eric Harvey, David Cottrell and Al Lucia, **The Leadership Secrets of Santa Claus**.

James C. Hunter, **The Servant: A Simple Story About the True Essence of Leadership**.

Kevin F. Kiley, **Artillery of the Napoleonic Wars**.

Greg Mortenson and David O. Relin, **Three Cups of Tea**.

Robert H. Scales Jr., **Firepower in Limited War**.

William Slim, **Defeat into Victory: Battling Japan in Burma and India, 1942-1945**.

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Recommended Reading

CG's Reading List cont.

Outcomes - Based Training & Education-(OBTE) and Adaptive Leader Methodology (ALM) Reads

Outcomes-Based Training: What's Next? / By: COL Craig J. Currey

Director, Directorate of Basic Combat Training. *Initial Entry Training Journal*. 1 July 2008 Issue. p. 1-5

The Case for Outcomes-Based Training and Education / By Major Chad R. Foster. *Armor*. November-December 2009 Issue p.19-23.

Training Adaptive Leaders for Full Spectrum Operations: An Outcomes-Based Approach / By Col Michael A. Coss. *INFANTRY* March-June 2009 Issue. p. 44- 48

For more information on the recommended reading:

<https://cac.tkeportal.army.mil/sites/fcoe/428FA/1-30/Shared Documents/BN S-2 CPT ZIMMER/CPT Bradley Zimmer/professional development/CG Reading List.doc>

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